Relevance of Eutagolics in the Development of Professional and Pedagogical Competencies

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Abstract: The article deals with the dynamics of change in the trajectory of education in the XX and XXI centuries (pedagogy - androgogy - eutogogy). It also substantiates the importance of eutagogy in the continuous training of teachers and the organization of need-based education, the importance of eutagogy in the development of continuous professional skills of teachers.

Keywords: educational trajectory, pedagogy, androgogy, eutogogy, alternative training, continuing education.

Nowadays, lifelong learning in the vocational education system has become a vital necessity, and an independent education system remains an integral part of vocational education as an important aspect of ensuring educational continuity. The system of continuous professional development is a multi-level system that allows to combine the professional competence of management and teaching staff with modern requirements, to constantly develop it.

While pedagogy is teacher-led and andragogy is self-improvement, eutagogy takes a different approach.

In standard pedagogy, teachers determine what and how learners learn. Learners have full confidence to the teacher and they learn the topics the way which they teach. In andragogic methodology, a teacher is a coach or leader who encourages learners to find solutions to their problems.

In the eutagoic approach, learners identify problems and find solutions independently. Instead of focusing on the tasks set by the teacher, learners prefer topics that are characterized by uncertainty and complexity. The task of the teacher is simply to create conditions to improve and facilitate the learning process. The goal of eutagoing is for learners to set their own goals, learning paths, processes, and

is to create an environment where they can choose their products. The learner is strategically at the center of the learning process, not the teacher or the curriculum.

There are no barriers for learning in the current education system, and the skills needed to learn effectively in a traditional system are no longer needed. Therefore, with the eutagic approach, the learning process shifts attention from learning to analyzing them. This is a very important skill for learners as they interact with a world where knowledge management is more expensive than access to it.In this teaching method, students think deeply about the problem and their efforts to solve it, as well as think about the problem-solving process itself. The idea is that learners question their assumptions and they understand what and how they are learning.

Learning objectives in the eutagoical approach are different from pedagogical and andragogical goals. The course and curriculum in the eutago vector should have a learner-centered approach, ensuring that learners are familiar with generally accepted concepts, ideas, methods, and principles.The course or syllabus should provide the learner with flexibility in the learning process, from identifying, discovering specific topics and ideas presented in the textbook, to

online activities that are considered relevant. Students in eutago have the following opportunities:

to involve the learner in the development of the content and process of their education;

keeping the curriculum flexible to include new questions, individualizing teaching according to specific needs;

increase collaborative learning opportunities, provide learning resources, and enable learners to identify what is the best for them;

building trust in the learner and opportunities for non-formal learning.

Today, the system of continuous professional development is considered as a multi-level system that allows to combine the professional competence of management and teaching staff with modern requirements, to constantly develop it.

Alternative forms of vocational education (paid training courses, teacher-student, family education, employment center training courses, mono-center activities, etc.), changing types of educational institutions (academic lyceums, vocational schools, colleges, technical schools, vocational training centers) etc.) and parents and students in the context of the possibility of choosing a specific vocational education institution (instead of the existing tradition of choosing a vocational education institution in the place of residence), the issues of ensuring the competitiveness of a vocational education institution are becoming an element of management activities.

Independent learning as a type of activity has the following characteristics. First, the educator's systematic learning activity is perhaps the organization of a minimal external guidance and educational process in relation to the educational process that takes place outside the educational institution.

Second, it is an activity in the broadest sense aimed at obtaining knowledge (not necessarily compliant with appropriately approved general or vocational education programs), skills, and any systematized information by the educator.

Third, and most importantly, in the process of independent learning, the educator independently decides to what extent he can coordinate his choice with the requirements and opportunities of the information learning environment, long-term and situational interests, internal and external factors.

The analysis shows that the majority of educators working in the vocational education system today are well versed in the traditional, ie previously used methods of organizing the independent learning process, but they do not benefit from the opportunities of independent learning in the information learning environment (lifelong learning). , LLL), adult education, continuing vocational education and training. Focusing on the formation of competencies, designing lessons, using ICT and the Internet for educational purposes, role-playing games, practical games, computer games, independent learning and other interactive methods and techniques increase the effectiveness of developing professional and pedagogical competencies in students.

Today in our country to improve the scientific and methodological framework for the organization of a system of continuous development of professional competencies of teachers of professional education, at all stages of professional education, ensuring continuity, the introduction of innovative teaching methods, innovative self-development, self-improvement through independent learning and all professional through the introduction of creative forms creating an opportunity for lifelong learning for education participants is one of the urgent tasks. One of the most pressing issues is the establishment of independent and need-based education on the basis of competency-based approaches, the development of electronic didactic tools for continuing education and the creation of mechanisms for objective assessment.

An educator's independent learning will be productive if:

➢ In the process of independent learning, the teacher's need for self-development and self-development is met.

➢ The educator has methods of self-knowledge and independent analysis of their pedagogical experience. The pedagogical experience of the teacher is a factor in changing the educational situation. The teacher understands both the pros and cons of his or her career, recognizes that he or she is not mature, therefore open to change.

➢ The educator has an advanced reflection ability. Pedagogical reflection is a necessary integral part of a professional teacher (reflection is an activity aimed at understanding a person's own actions, inner feelings, situations, experiences, analysis of this activity and drawing conclusions). In the analysis of pedagogical activity there is a need to have theoretical knowledge, the need to master diagnostics, ie self-diagnosis and diagnostics of students, the need to acquire practical skills of analysis of pedagogical experience.

➢ The teacher's professional development program includes research activities.

➢ The teacher is ready for pedagogical creativity.

➢ The interplay of personal and professional development and self-development takes place.

Eutogogic technologies in the 21st century education include:

1. Mobile Learning. Mobile reading and training. Mobile devices connected to the Internet and with computing capabilities The popularity of mobile "smart phones" in education.

2. Cloud computing. Over the past few years, the concept of cloud computing and the principle of virtualization have evolved significantly and become one of the most important technologies in the field of information and communication technologies. Many organizations have embarked on the implementation of this new technology in order to reduce infrastructure costs, management time, and costs for improved virtual machines. Cloud computing provides a convenient environment for users to use Internet applications: in this regard, the relevance of their use is of particular importance in the socio-political activities of the country, including the introduction and formation of e-government.

3. One-to-One computing. The information environment organized at the training site is increasingly close and friendly to the listener. At the same time, the principle of universal access to technology is promoted, which provides convenient use of different devices in different situations (creation of a transparent classroom based on laptops, computers, smart phones, tablets, etc.).

4. Ubiquitous learning. The principle of "anytime, anywhere" implies the improvement of the duration and organization of the traditional lesson: it creates "ubiquitous" opportunities for the listener through a virtual environment.

5. Personalized learning. Person-centered learning allows the listener to acquire the required amount and content of knowledge and to apply different teaching methods in the desired way.

6. Redefinition of learning spaces. The principle of rediscovering the learning space implies that students work collaboratively, find interdisciplinary balance, and create an environment that is student-centered and adaptable.

It can be said that the implementation of independent education involves the use of information and communication technologies, the Internet and its capabilities in all of the above types of education. Taking advantage of these educational opportunities, alternative use will ensure continuous professional development of teachers.Independent education should be considered as an integral part of continuing pedagogical education, the process of independent education as a personal and professional value of the teacher, and in this regard, in contrast to the independent educational activities of students, the system of professional training of teachers.

The following direct forms of professional development of teachers are used:

training in a specialized educational institution for advanced training;

Teaching by the "teacher-student" method;

independent reading;

distance learning;

gain experience in the form of internships.

The need for independent pedagogical education, on the one hand, the characteristics of pedagogical activity, its social role, on the other hand, the constantly changing conditions of pedagogical work, the needs of society, the evolution of science and practice, increasing demand for teachers, its rapid adaptation to changes in society ability to restructure their activities, to create new, more complex professional issues, to create continuous educational trends associated with their willingness to solve problems effectively.

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